University Affairs
Affaires Universitaires

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L'avenir des universités québecoises est prometteur

La session de la législature de Québec en 1959–1960 aura été à juste titre celle de l'Education.

Distinguons deux parties essentielles: a) l'amélioration de l'état de choses ancien; b) l'orientation nouvelle.

Le Gouvernement québecois a depuis de nombreuses années versé des subventions importantes aux institutions d'enseignement supérieur, tant au chapitre des dépenses annuelles qu'à celui des dépenses d'immobilisation.

L'honorable Paul Sauvé a défini les intentions de son gouvernement en octobre 1959 en déclarant, en substance, que les universités devraient connaître à l'avance le chiffre des octrois gouvernementaux pour les fins d'opération et que, de plus, les immeubles, servant plusieurs générations d'étudiants, devraient être payés par versements répartis sur plusieurs années.

En conséquence, en soumettant le budget de la Province pour l'année commençant le 1er avril 1960, le Gouvernement a révélé le chiffre des subventions pour fins d'administration sur lequel les universités pourraient compter.

L'aspect intéressant de cette première décision est l'amélioration sensible des subventions accordées à l'enseignement supérieur. Les comptes publics des années 1959–60 et 1960–61 indiquent bien ce progrès.

La nouvelle orientation de la législation présente cependant le plus grand intérêt. Il faut ici expliquer quatre lois différentes: l'une concerne la construction des immeubles, la deuxième l'aide financière à l'enseignement supérieur pour fins d'administration, la troisième l'aide financière au niveau secondaire et au niveau du premier grade universitaire et enfin, la quatrième établit des sources de revenus.

Construction

En vertu de la *loi concernant les investissements immobiliers des universités*, connue aujourd'hui comme le bill No 3, les universités et leurs écoles affiliées qui voudront agrandir leurs immeubles et qui pour le faire devront emprunter, pourront s'adresser au Liéutenant-Gouverneur-en-Conseil pour obtenir non seulement la garantie du Gouvernement pour le capital et l'intérêt de leurs emprunts, mais aussi l'engagement du Gouvernement d'assumer le remboursement du capital et des intérêts.

Le Gouvernement constituera un fonds d'amortissement pour le remboursement de ces obligations et ce, à même les revenus de la *loi assurant à la Province les revenus nécessités par ses développements*, c'est-à-dire la loi qui a imposé un impôt sur le revenu; au cas d'insuffisance, le fonds consolidé du revenu y pourvoira.

Cette même loi prévoit le règlement de la question des subventions fédérales tant celles de la Fondation des universités canadiennes que celles du Conseil des arts. Les universités pourront les recevoir et faire à leur sujet des arrangements avantageux avec le Gouvernement. Ces argents, le Gouvernement s'engage à les déposer ou au fonds d'amortissement prévu ci-dessus ou au fonds de l'éducation.

Aide financière générale

La loi intitulée *loi concernant une aide financière aux universités de la Province* constitue le bill No 58; c'est le pendant de la loi fédérale établissant des subventions aux universités. Cette législation stipule en effet que le ministre des finances de la Province paiera chaque année aux universités une somme globale équivalant à $1.75 par tête de la population de la Province. Cette somme globale sera répartie entre les institutions suivant le nombre de leurs étudiants. On se souvient que la Province paye déjà des subventions aux universités et que le budget de la présente session a augmenté ces subventions de base. Le bill No 58 donne donc aux universités une somme additionnelle que l'on peut pour l'instant évaluer à environ 16% supérieure aux subventions que les universités de la Province recevraient du Gouvernement central.

Cette loi s'applique aux universités, à leurs écoles affiliées et aux institutions qui donnent un enseignement au moins au niveau du baccalauréat.

Enfin la loi stipule que cette somme globale sera versée à même le fonds de l'éducation ou, à défaut, à même le fonds consolidé du revenu.

L'importance de cette loi me paraît résider dans le fait qu'elle assure un revenu variant avec les obligations puisque la somme augmentera au rythme de la population et sera distribuée en fonction du nombre des étudiants. Ces deux facteurs ne sont évidemment pas en dépendance directe. Il sera intéressant de voir le résultat de leur comportement.

Aide financière spéciale

En vertu d'une loi déjà dans les statuts refondus de la Province, les collèges classiques recevaient des subventions du Gouvernement. Cette loi est remplacée par une nouvelle qui porte le même titre, *loi autorisant l'octroi de subventions aux institutions d'enseignement classique et à certaines autres écoles.* Il s'agit ici du bill No 50.

Cette loi touche les collèges classiques, les écoles normales, les instituts familiaux et certaines écoles protestantes d'enseignement secondaire. Ces dernières pourront, suivant les décisions du Comité protestant de l'instruction publique, se partager une somme totale de $400,000. Il s'agit ici d'enseignement secondaire principalement.

Quant aux autres institutions, il s'agit d'enseignement secondaire et d'enseignement universitaire au niveau du baccalauréat. Chacune de ces institutions — les commissions scolaires sont exclues — recevra une subvention de base de $2,000 par degré où sont inscrits les étudiants plus $75 par étudiant dans les collèges classiques ou $100 par étudiant dans les écoles normales et dans les instituts familiaux.

Les paiements en vertu de cette loi sont faits à même le fonds consolidé du revenu.

Source de revenus

Enfin pour prévoir des revenus additionnels, nous avons le bill 60 concernant les universités, le fonds d'éducation et l'impôt sur les corporations.

Très simplement cette loi, en modifiant la loi de l'impôt sur les corporations porte de 9% à 10% l'impôt payable par les corporations dans la Province et stipule que le dixième de cet impôt doit être versé au fonds d'éducation.

* * *

Nous sommes donc devant la situation d'ensemble suivante:

Un fonds d'éducation a été créé en 1946 alimenté de diverses sources. Ce fonds sera maintenant augmenté par un dixième de l'impôt sur les corporations et pourra même recevoir une partie des sommes accumulées à Ottawa au nom des universités du Québec.

A même ce fonds, outre les sommes déboursées pour les commissions scolaires, on pourvoira au versement de la somme de $1.75 par tête de population pour aider les universités. Cette dépense, l'impôt additionnel sur les corporations est suffisant pour la solder.

Quant aux dépenses de construction, elles seront payées par le produit de l'impôt sur le revenu et possiblement par partie des argents provenant du Gouvernement central.

L'avenir est prometteur; il est important d'agir judicieusement.

—MARC JARRY

"Le programme de recherches d'une nation est fait tout ensemble de la multiplicité des travaux en cours dans les universités et dans les centres de recherches et du nombre plus ou moins considérable des publications qui en découlent. La somme conjugée de tout cet effort constitue ce qu'on peut appeler le programme de recherches d'un pays."

—MAURICE LEBEL

Institutes of Technology in Canada

Institutes of technology have been a more recent development in Canadian education than either university training leading to professional status in engineering, or trade or technical training leading to journeyman qualification or full craftsman competence.

The rapid advance in technology brought about a shortage of technically trained manpower in industry during the late 40's and pointed up the requirement for training programmes which would provide personnel with an intensive training in the practical application of post-high school mathematics, science and technology. A further requirement was that the product of this training should have a knowledge of the machines for manufacture, testing and control of industrial and scientific processes and products. In some fields the requirement was for supporting personnel for engineers or scientists, to do much of the drawing, development, design and testing as well as the transmitting of this information to the production and control departments.

While technicians who were trained to do this type of work were being imported from Europe, a number of Canadian technical schools, technical institutes, and institutes of technology adapted their programmes and increased their facilities to provide such training as rapidly as industry's requirements became known and finances would permit.

* * *

There are now 27 post-secondary institutes of technology in Canada, all of them administered as integral parts of provincial technical and vocational training programmes. Sixteen are in Quebec, six in Ontario, and one in each of the other provinces except Newfoundland, Prince Edward Island and Manitoba. Together they enrol about 8,300 full-time students, an increase of 83% over the number in 1954–55.

With the help of advisory committees composed of personnel from research, engineering, management, labour, the university and professional societies, areas and levels of post-high school technical education have been identified and established.

Among them, institutes of technology now offer 22 courses in the scientific and engineering field, four related to health, three in business administration, and nine in other fields.

In the development of this type of post-secondary technical education the following characteristics have emerged:

(1) Junior matriculation or its equivalent is the minimum entrance requirement.

(2) It is specialized post-secondary training, terminal in nature, preparing for competency in a single field or family of related fields.

(3) It is *not* a dual purpose programme offering both specialized training of a terminal nature and the first two years of a university course.

(4) Its curriculum is based on a realistic analysis of what is required for effective performance in a specific field, yet is not so specialized as to exclude communication skills, human relations and understanding of society.

(5) Its approach to subject matter is the application of theoretical principles to practical situations and problems; the distribution of subject matter is approximately 60% theoretical and 40% laboratory and practical work.

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Instruction falls mainly into two large divisions, the engineering and scientific field, and the business and service administration field. Technicians who are graduates in the engineering or scientific fields find employment as assistants to the scientist or engineer in research, development, design work or production. The nature of the work performed may require the ability to analyze and solve problems or it may require a considerable aptitude for mathematics. Design jobs require creative ability. Other jobs require the knowledge of one or more of the skilled trades although not the ability to perform as a craftsman. Some jobs of a supervisory nature require both technical knowledge and the ability to handle people.

The graduates from the business and service administration field find employment in merchandising, business administration, executive secretarial work, accountancy, market-management, food administration and so on. Those who take this type of post-secondary education frequently advance to such positions as executive secretary, accountant, credit manager, sales and advertising executive or buyer.

The increase in research, automation in industry, new office equipment and office procedures, as well as additional health services, present an ever increasing demand for the technicians who graduate from the institutes of technology.

—C. R. Ford

New Zealand Universities Inquiry

In July 1959 the Minister of Education of New Zealand invited Sir David Hughes Parry of the University of London to chair a Committee on New Zealand Universities. The Minister asked the Committee:

To indicate ways in which the university system should be organised to ensure that the long term pattern of development is in the best interests of the nation and, without limiting the broad scope of its reference, to inquire into such matters as:

1. The role of the university in the New Zealand community.
2. The number of young people for whom university education should be provided and the standard of attainment considered desirable for those wishing to enter the universities.
3. The maintenance, extension, and coordination of university education and facilities.
4. Recruitment, staffing, and conditions of employment in the universities.
5. The financial needs of university education and appropriate means of providing for those needs.
6. Any other matters relevant to university education in New Zealand.

These topics represent only a few of the large number that could be suggested, but the Government would prefer that the Committee consider itself free to give advice on other matters where it feels it can be of help.

The other members of the Committee were Geoffrey Andrew, Deputy to the President of the University of British Columbia, and Dr. Roy Harman, a New Zealand scientist who had spent some 30 years as an industrialist in Australia.

The Committee began its deliberations on August 8th in Wellington and submitted its report to the Minister on December 9th. The report (*Report of the Committee on New Zealand Universities.* Wellington: Government Printer, 130 pp., 4s., 6d.) was published in January of 1960. In a little over three months the Committee received some 138 submissions, visited the four constituent universities and two agricultural colleges which make up the University of New Zealand, and discussed university matters with the various university and governmental authorities, and with representatives of the New Zealand Universities Teachers' Association and representatives of the National Union of Students.

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As might be expected in any critical review of university affairs the Committee found "five serious problems requiring attention if the universities are to produce the number of graduates New Zealand needs. They are: staffing, buildings, conditions of study, university government, and financing." Most of these problems are common to all universities in the western world but some of them are accentuated by New Zealand's geographical position and social history. For example, the recruitment of adequate numbers of qualified staff is made the more difficult because of New Zealand's remoteness from the major graduate schools of the English-speaking world, and this factor made necessary a good deal of careful consideration of the salary scales in effect in both Great Britain and Australia, because both Australia and New Zealand have traditionally looked to the United Kingdom to supply the additional numbers of staff required over and above those which they can produce themselves. New Zealand's bargaining position has deteriorated markedly following the implementation of the recommendations of the Murray Report in Australia some two years ago and the current staffing position in New Zealand requires "urgent attention". The New Zealand universities find themselves not only unable to attract staff from the United Kingdom, but also rapidly losing their own staff to Australia and other countries.

The Committee recommended a new salary scale, based on increasing the professorial salaries from the present level of £2190 to £2800. The Cabinet is currently considering giving effect to this recommendation. Implementation of this recommendation is complicated by the fact that, in a small economy like New Zealand, university salaries are, by tradition though not by law, thought of in relation to those of the senior civil service, and the civil service salaries are low indeed in comparison with other countries in the Commonwealth. The current discussion revolves around the fact that university staff are competed for internationally while civil service staff are not, yet increases in university salaries will inevitably involve increases in civil service salaries.

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Equally as urgent as the need to adjust salaries is the need to construct new buildings at a faster rate. The Committee recommended that the present annual allocations for buildings, approximately £800,000, be increased to £2,000,000 a year for the next ten years. The wave of university students consequent upon the high post-war birth rate has already hit the universities and the present rate of building seemed to the Committee to be inadequate to meet the needs of the situation. It should be at least doubled.

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The third major problem had to do with the phenomenally high proportion of part-time students in

the New Zealand universities. Approximately 46% of the total enrolment of some 13,000 attend on a part-time basis, with the result that the universities have come to arrange their lecture schedules to accommodate the part-time rather more than the full-time students. This in turn makes for extremely inefficient use of the university buildings. In addition, the social cost of the part-time system is very high, for not more than some 30% who attend part time ever attain even a limited academic objective and the much smaller proportion who actually achieve a degree do so only after some eight or ten years of study. The tradition of part-time study, however, is very strong in New Zealand and there is a good deal of opposition to de-emphasizing it. The chief argument made for its retention is that of economic need, even though this is not borne out by the facts because New Zealand has a relatively high per capita income and, in addition, already offers a good deal of assistance to students. The Committee recommended a national scholarship, bursary and loan system, which should make it possible, if adopted, for the vast majority to attend on a full-time basis.

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The fourth major problem had to do with university government. The present University of New Zealand is not a teaching institution. It consists of a Chancellor, a Vice-Chancellor, and a Senate. The teaching is done in the four university colleges at Auckland, Wellington, Christchurch and Dunedin, and the two agricultural colleges, Canterbury and Massey.

Some time before the Committee began its deliberations the Senate of the University of New Zealand had embarked on a programme of devolving the powers of the University upon the constituent institutions. The Committee recommended that the process of devolution be accelerated and that a University Grants Committee be established in the year 1960 to assume most, if not all, of the functions hitherto performed by the Senate and its sub-committees. This recommendation is currently being debated by the Senate of the University of New Zealand and the Councils of the constituent institutions.

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The last series of recommendations had to do with finance and here the Committee recommended considerably increased appropriations designed to improve the student/staff ratio, to enlarge in some degree the university offerings, to increase substantially the appropriations for research, and to make provision for additional halls of residence, library facilities, etc.

The assignment was an extraordinarily interesting one. The time available was limited, but because of the excellence of the arrangements, and the efficiency of the joint secretaries supplied by the University and the Department of Education, the Committee was able to see a great deal of a most attractive country, and to meet a great number of its most hospitable inhabitants.

—G. C. ANDREW

"The non-professionals, if I may use the term, who have received their education in science can be an indispensable link between the professional scientists and the public at large, and might, in extreme *circumstances, be the saviours of science itself."*

—MOFFATT ST. A. WOODSIDE

"Too often the cynics would have us believe that people in business are unaware of and uninterested in things of the mind and that culture is something foreign to them." This is a "foolish form of intellectual snobbery."

—HENRI F. LÉGARÉ

"The lecturer facing his classroom is not dismayed by the small minority of slackers: they, like bacteria, can usually be identified by tests, and got rid of. The real source of dismay are the personable, docile, polite young people, who do all that they are asked to do, and yet are somehow not students, but merely young people at college."

—NORTHROP FRYE

"The university should be a centre of learning — not of teaching. . . It is high time that the Canadian student broke free of the stifling effects of the 'teaching' system of education and came to realize that the intellectual needs which he feels within himself are as valid as those outlined by his 'superiors'."

—THE GEORGIAN

". . . education should be considered as a Canadian problem and not a race with anyone. It would be a pity if we did not try to do as well for Canadian students as is done in other countries, but most emphatically Canadian university graduates should not be considered to be mere units of military armament. In fact it cannot be too strongly emphasized that the whole manpower concept is quite foreign to the real purpose of a university—the university is neither a technical school nor a factory."

—E. W. R. STEACIE

Publications

Publications available from CUF

Academic Administration in Higher Education, by H. S. Armstrong. A report on personnel, policies, and procedures current in some universities and colleges in Canada and the United States. (1959, 98 pp., $3.00)

Admission Requirements of Canadian Universities, 1959–60, compiled by Edward F. Sheffield. Describes the Canadian systems of preparation for matriculation and states in detail the requirements for admission to first-degree courses in 31 universities and colleges. Reprinted from the *Commonwealth Universities Yearbook, 1960*. 1960, 23 pp. Single copy, 25¢; 100 or more, 10¢ each.)

Canada's Crisis in Higher Education, edited by Claude T. Bissell. Proceedings of a conference held by the National Conference of Canadian Universities at Ottawa, November 12–14, 1956. (1957, 272 pp., $2.50)

Canadian Universities and Colleges, 1958 (*Universités et Collèges canadiens, 1958*), edited by J. B. Marshall and D. J. Wright. A biennial handbook listing the officers and facilities of these institutions. (1958, 200 pp., $2.00 in Canada, $2.50 elsewhere)

Developments in Canadian Higher Education, 1949–59, by Edward F. Sheffield. The English version of an article, "Développements dans le domaine de l'enseignement supérieur au Canada, 1949–59", published in *University Affairs*. (December 1959, 4 pp., free)

Graduate Courses at Canadian Universities and Colleges, 1959–60, compiled by J. Rosemary Bushnell. A chart indicating facilities for graduate study at 41 universities and colleges. (1960, 16" x 20", 25¢)

Our Booming College Campuses, by Edward F. Sheffield. Report of a survey of university expansion, made in October 1958—reprinted from *Canadian Business*. (March-April, 1959, 12 pp., 10¢)

Proceedings, National Conference of Canadian Universities and Colleges, 1959, of the thirty-fifth meeting, held June 8–10 at the University of Saskatchewan. (1959, 142 pp., $1.00 in Canada, $1.25 elsewhere)

Provincial Student Aid Programmes for Higher Education, by J. Rosemary Bushnell. A paper presented to the University Counselling and Placement Association, Saskatoon, June 12, 1959. (1959, 31 pp., free)

Staffing the Universities and Colleges of Canada (*Recrutement des Professeurs d'Universités et de Collèges au Canada*). Results of the study are being released, as available, in a series of parts. Those now available are: Introduction, *The Study*, 1 p., and Part I, *Projection of Enrolment and Staff Requirements to 1970–71*, 15 pp., by Edward F. Sheffield. (Single copies may be obtained free of charge, orders for more than one copy of any part should be accompanied by payment of 10¢ per copy.)

Junior colleges

More detailed than his article on "The Junior College Idea in Canada" (UA Feb. '60) is another by R. D. Mitchener which appeared in the March 1960 number of the *Junior College Journal* (Vol. 30, No. 7, pp.400–412), entitled "Junior Colleges in Canada".

Bibliography of higher education

A Bibliography of Higher Education in Canada (University of Toronto Press and Les Presses Universitaires Laval, approx. 184 pp., $6.50), compiled by Robin S. Harris and Arthur Tremblay, will be published this month. Titles are arranged chronologically under six main headings: Canadian culture, Canadian education, history and organization, curriculum and teaching, the professor, and the student. Entries are in the language in which they were published and introductory material and headings are in both English and French.

This is the first fruit of the work of the NCCUC Committee on the History of Higher Education in Canada, created in 1958 with a grant of $25,000 from the Carnegie Corporation of New York. Members of the Committee are: Dean F. Stiling, chairman, Prof. George M. Grant, Prof. R. S. Harris, Dean J. F. Leddy, Dr. L. Lortie, Prof. W. L. Morton and Prof. A. Tremblay.

Comparative higher education

The Year Book of Education 1959, edited by George Z. F. Bereday and Joseph A. Lauwerys, is devoted to "Higher Education" (New York: World Book Co., 1959, 520pp., $8.50). It consists of 34 essays or case studies, grouped under five roughly descriptive headings: adaptation of university traditions; professional studies; control, finance and organization; academic freedom; and relations between institutions of higher learning and other institutions. Cases and authors are drawn from Austria, Australia, Europe, Latin America, the United Kingdom, Yugoslavia, the United States, Sweden, France, Brazil, Italy, Lebanon, Argentina, Africa, Denmark, Germany, India and New Zealand.

University and intellect

The January 1960 number of *Varsity Graduate* (University of Toronto) contains the addresses delivered on the occasion of their installation by three men: F. C. A. Jeanneret, Chancellor of the University; Moffatt St. A. Woodside, Principal of University College; and H. Northrop Frye, Principal of Victoria College.

Among them they present a notably thoughtful and penetrating analysis of the role of the university and the nature of trained intelligence.

Year-round operation

In a bulletin entitled *Year-around Operation of Colleges* (Engineering Research Bulletin No. 41, College of Engineering, Rutgers University, New Brunswick, N. J., 1958, 38pp., 50¢), Elmer C. Easton considers some of the major factors involved in changing the calendar of a university from two-term to approximately full-year operation.

His formulae, based on a large number of assumptions, indicate that by adopting a three-term year (students being in class for two terms and on vacation for one, with new classes admitted three times a year) in place of the usual two-term year, colleges could grant up to 56% more degrees per year, make up to 30% more use of instructional facilities, and increase faculty salaries by approximately 30%.

In order to gain these advantages, he points out, it would be necessary to give up summer activities such as conferences, symposia and short courses, reduce faculty vacations to four weeks, alter the traditional pattern of study and vacation periods for students and, for maximum advantage, enforce uniform distribution of students among the three entering classes each year.

The scientific revolution

Most of us, says C. P. Snow, are ignoring the scientific revolution which is the most important fact of our age. Scientists and literary men represent two cultures which must be made one. In his Rede Lecture, 1959, entitled *The Two Cultures and the Scientific Revolution* (Cambridge University Press, 1959, 52pp.) Sir Charles pleads for a new attitude in education:

"For the sake of the intellectual life, for the sake of this country's (Britain's) special danger, for the sake of the western society living precariously rich among the poor, for the sake of the poor who needn't be poor if there is intelligence in the world, it is obligatory for us and the Americans and the whole West to look at our education with fresh eyes."

U.S. salaries and students' costs

In a report entitled *Higher Education Planning and Management Data, 1959-60* (Circular No. 614, USGPO, 1960, 104 pp., 70¢) the U.S. Office of Education presents data on the current salaries of administrative and teaching personnel and on students' expenses at U.S. colleges and universities.

Financing U.S. universities

Financing Higher Education, 1960–70, edited by Dexter M. Keezer (McGraw-Hill, 1959, 304 pp.; $3.50, cloth; $2.00, paper), is the report which resulted from a two-week conference co-sponsored by Amherst College and the McGraw-Hill Book Company. During the decade, enrolment is expected to double, and annual expenditure to rise from $4 billion to $10 billion. Papers presented include discussion of research, institutional management, long-range planning, student charges, government support and private support.

Les collèges classiques

Le numéro du *Bulletin de la Fédération des Collèges Classiques* paru en décembre 1959 contient un article sur "L'évolution des objectifs des collèges classiques". Cet article trace les modifications subies par le programme d'études des collèges classiques et les causes de ces modifications. Ce programme formait autrefois un tout homogène, mais sa structure s'est différenciée à travers les années; il se divise maintenant en deux parties: une partie proprement secondaire et une partie universitaire.

University self-government

J. Percy Smith argues that the university is a community, but in Canada it is organized as a business corporation. It should, he says, be self-governing: not less than half the members of the governing board should be faculty members. ("University Government," *The C.A.U.T. Bulletin*, Vol. 8, February 1960.)

Scholarships and bursaries

University Entrance Awards, 1960, a new edition of the biennial catalogue compiled by the Higher Education Section, Education Division, Dominion Bureau of Statistics, contains 1,200 separate entries describing scholarships and bursaries open to high school graduates wishing to attend Canadian universities and colleges.

Fall enrolment '59

The annual DBS report on *Fall Enrolment in Universities and Colleges, 1959* (Ottawa: Queen's Printer, 1960, 17pp., 50¢) includes for the first time (1) a summary of recent projections of enrolment, and (2) a table showing full-time enrolment as a percentage of the college-age population, for Canada and the provinces.

News

Commonwealth scholarships

The Commonwealth Office of Education has announced the conditions governing Commonwealth scholarships tenable in Australian universities, for graduate studies to commence in March 1961. Details and application forms have been distributed to the registrars of Canadian universities. Canadian candidates must submit their applications to the Canadian Universities Foundation not later than May 1st, 1960.

Applications for the Canadian awards, expected to number about 200, have been received from more than a score of countries. Winners of the 100 scholarships for study in Canada are to be announced for some countries in May, for other countries in June.

The plan made at the Oxford conference envisaged not only scholarships, but also a number of visiting fellowships for senior scholars. The United Kingdom, Australia and Canada have decided, however, not to offer these before 1961–62. Other countries also are expected to postpone their offers of fellowships.

Collèges universitaires

Selon l'honorable Yves Prévost, secrétaire de la province de Québec, le collège universitaire est la formule de l'avenir. On verra deux, trois, quatre, dix, douze, quinze collèges universitaires érigés dans la province au cours des prochaines années.

NCCUC programme at Kingston

Chief items on the programme of the National Conference of Canadian Universities and Colleges at Queen's University, Kingston, June 2–4, will be two symposia, one on "The Creation of New Universities" and the other on "The Humanities and Modern Science: Two Cultures or One?".

Funds for Quebec universities

As a result of budget provisions and new legislation, the universities of Quebec will receive provincial aid amounting to about $20 million in 1960–61. One new act provides that loans incurred by universities for construction will be guaranteed by the Province, which will pay the interest charges and all or part of the principal repayments. It also creates a sinking fund for this purpose, into which the universities have paid the amounts which were accumulated in trust for them by the Canadian Universities Foundation since 1956—a total of approximately $25 million. A second act substitutes payment of provincial university grants at the rate of $1.75 per capita of the population of the province for federal grants at the rate of $1.50. A third raises the provincial tax on the income of corporations from 9% to 10% to provide funds for these university grants, on the understanding that the Federal Government will allow an equal abatement. Finally, statutory provision is made for basic grants, and grants based on enrolment, to classical colleges — these to be effective in the year 1959–60. (For details, see Marc Jarry's article on page one.)

Laurentian University of Sudbury

Four bills passed by the Ontario Legislature will create the bilingual Laurentian University of Sudbury (non-denominational), with which will be federated the present University of Sudbury (Roman Catholic), the new University of Lalemant College (Roman Catholic) and the new Huntington University (United Church). An Anglican university may be established within the federation at a later date.

Conference of the International Association of Universities

The Third General Conference of the IAU will be held September 6–12, 1960 at the National University of Mexico. Its three themes will be: University education and public service, the expansion of higher education, and the interplay of scientific and cultural values in higher education today. Dr. F. Cyril James and the Very Rev. Henri Légaré have been named official representatives of NCCUC and CUF at the Conference.

Editorial Notes

Contributors to this issue are **Me Marc Jarry,** secrétaire général de l'Université de Montréal; **C. R. Ford,** Director of the Vocational Training Branch, Canada Department of Labour; and **Geoffrey Andrew,** Dean and Deputy to the President, University of British Columbia.

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